

*Looking Back as We Move Forward*

**An Honors Thesis (HONR 499)**

**by**

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**Thesis Advisor**  
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Signed

**Ball State University**  
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## Abstract

Personal journeys have been used to teach major historical events for years. People cling to these stories because they can connect a real person to the event. The same is true of children. They will retain knowledge much better if there is a personal connection made. In this five-day unit, I use my own grandfather's WWII diary as a springboard for exploring different perspectives and roles throughout that time period. The students will discover various roles that men and women played in aiding the war effort and even come to understand that there are always at least two sides to every story.

## Acknowledgements

I would like to thank Mrs. Allred for all of her help throughout this project. She constantly pushed me to give my future students the best lessons that I could. This thesis is only one example of the many ways she has helped and inspired me throughout my college career. Mrs. Allred is truly an example of an amazing teacher.

### Author's Statement

This unit/thesis project actually started to form my sophomore year at Ball State University. During the spring semester, I enrolled in Honors 199 with Dr. Edmonds. I heard marvelous things about him as a professor, and I was not disappointed. The course surrounded a study of families and is still to date one of my favorite classes I have ever taken.

One of the first assignments of the semester was to bring in something from our family that held value to us. It could be an item or a picture of an item. I brought in my grandfather's journal he kept during WWII. He kept it hidden on the ship and it was never discovered even though he wrote in it almost daily. My grandfather died when I was very young, so reading this helped me get to know him better. I also have also enjoyed studying about WWII, so this was a perfect piece for me to use. After my presentation, Dr. Edmonds pulled me aside and told me I should think about getting the diary published and doing something with it for my senior honors thesis. He put me in touch with a couple of history professors, and I started working from there.

The history professors were both very nice and had great ideas, however they wanted me to go more in a direction of creating narration to go along with the diary and publishing it. I did not have any prior experience with either of those processes, so we ultimately decided it would be a better idea if I incorporated the diary in a different way for my honors thesis.

I based my idea for a unit plan off of a prior idea I had discussed with one of the history professors. I thought making a unit incorporating something so personal to me would be a great way to teach future students. Students are more likely to remember

information if you make it personal to their lives, and what better way to model that than to create something that is so personal to me?

When starting my unit plan, I had to first look at the state standards. I knew finding standards to match this topic would be challenging because students do not study WWII in Social Studies in elementary school. However, as I discovered when researching the standards, students do learn about how Indiana citizens affected WWII. It was through these and other Reading and Writing standards that I was able to incorporate the diary into this unit.

I decided I wanted the unit to incorporate different perspectives and roles that Indiana citizens had during this time period. I decided to do a simple five day unit because that gives me a plan for each day of the school week, and I can always extend lessons over a few days if the students need more time to accomplish the objective and gain the knowledge from a particular lesson. After deciding how long I wanted the unit to be, the next step was to begin to plan each day's objective. Again, I referred to the standards I picked before starting any planning. I knew I wanted to move from the students examining information to creating information, so my first lesson plan has the students differentiating between a primary and secondary source. This is an important distinction, especially when studying history. The second day, I wanted to contrast the roles the students read about during day one, so they are reading and writing about women and the roles they had during WWII. I hoped the students would start to understand that everyone had an important role during the war, and that the soldiers could not have effectively done their job if the people, especially the women, back home had not done theirs. After researching various ways people helped during the war, I thought it



was important for students to have a real life example. As stated before, students tend to remember information better when it is made personal to them. Therefore, day three's lesson revolves around interviewing a veteran. The students are guided through writing strong interview questions and are cautioned that veterans do not always want to share everything about their experiences. Hearing a veteran's personal perspective should help students make connections to what they have read the past two days.

The next two days' plans move into the students creating. Day four focuses on the different perspectives during the war, including German and English perspectives. I thought it was important that the students learn that there are always multiple perspectives to every major event in history. During this lesson, they will read and watch different perspectives and then fill out a graphic organizer identifying similarities and differences. I chose a double bubble map because I personally am not a fan of the Venn diagram. I prefer to use this graphic organizer, which serves the same purpose. Graphic organizers help students organize their thoughts and are a great tool for students of all ability levels. After they complete the organizer, they will write about the similarities and differences using a standard outline format. This will help students practice finding support for their main topics and overall enhance their writing abilities. The last day of this unit requires the students to see an event from a different perspective when they write a diary entry as if they are German, Japanese, or British. I chose this as the final day of the unit because I thought that it really brought the unit full circle, as it starts with an activity utilizing my grandfather's diary. Writing from a different perspective not only helps students with their writing abilities but also their critical thinking skills. Putting yourself in someone else's shoes is a skill that children need to be taught and has very

real world applications. This activity is meant to not only help them academically, but also in their lives after they leave my classroom.

This unit plan is very personal to me, and I am very proud of it. I made the decisions for the items included in it based on my own teaching philosophy and what I think will help students succeed in the classroom and beyond. On the next page, I have provided an explanation for each aspect of a lesson plan to aid the reader with understanding the unit plan.

## **Day One**

**Name:** Lauren Hunt

**Supervising Professor:** Mrs. Allred

**Due Date:** May 2, 2014

**Teach Date:** October 1, 2015

**Subject:** Social Studies/Language Arts

**Grade Level:** 4<sup>th</sup>

**Lesson Topic:** Primary and Secondary Sources

**Unit Objective:** Students will *analyze* (analyze) roles Indiana citizens had in WWII.

**INTASC Principle #1 – Understand Content:**

The Professional educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC Principle #7 – Plans and Integrates**

The professional educator plans instruction based on knowledge of subject matter, the community, and the curriculum goals.

**IN State Standard(s) and State Indicator(s):**

LA.4.RN.3.3 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.

**Lesson Objective:** The student will *compare and contrast* primary and secondary sources. (Analysis)

**Materials/Media:**

- Diary excerpt (pgs. 50-51)
- Story from [http://www.pbs.org/wgbh/amex/dday/sfeature/sf\\_voices\\_02.html](http://www.pbs.org/wgbh/amex/dday/sfeature/sf_voices_02.html) – Allen W. Stephens
- Video from <http://www.history.com/topics/world-war-ii/d-day>
- Graphic Organizers – Venn Diagram
- Pictures of D-Day

**Motivation:** The teacher will show different pictures from D-Day. Some will be pictures taken by her grandfather, and some will be from other sources. The teacher will ask the students to predict what they think the photos are from and react to the pictures.

**Goal for Learner:** Today, we are going to learn about the difference between a primary and secondary source.

**Procedure:**

- **New Information**
  - Primary source – any record made by people who took part in an event or saw it happen

- Secondary source – a record made by people who did not take part in an event or did not see it take place
- D-Day
  - June 6, 1944
  - More than 160,000 troops from the Allies side of the war invaded the beaches of Normandy, France. More than 5,000 ships and 13,000 aircrafts helped with the invasion. My grandfather was on one of those ships, and we will be using his diary as a primary source to gain knowledge of what took place. There were over 9,000 Allied soldiers who were killed or injured, but this victory allowed the Allies to start moving across Europe, defeating the Nazis as they went.
- **Modeling**
  - Teacher will utilize strategy of “thinking aloud” and use prior information to complete the organizer.
  - Primary Source – author witnessed event, one perspective
  - Secondary Source – author did not witness event, multiple perspectives
  - Both – About one event
- **Check for Understanding**
  - The teacher will ask questions in order to check the students’ understanding.
  - What is a primary source? (Knowledge) What are some examples of a primary source? (Application) What is a secondary source? (Knowledge) What are some examples of a secondary source? (Application) What is the difference between a primary and secondary source? (Analysis) Which would you prefer to have? Why? (Synthesis)
- **Guided Practice**
  - The teacher will read excerpts from a primary source and watch a second hand account of D-Day.
  - Primary source (Allen W. Stephens) will already be filled out with details of the event and the perspective of the account.
  - Together students and teacher will fill out a graphic organizer for the secondary account (video at <http://www.history.com/topics/world-war-ii/d-day>) with the details of the event and perspective of the account.
- **Check for Understanding**
  - The teacher will ask “What are the differences between the primary and secondary accounts?” (Analysis) “What are some advantages to using a primary source?” “What are some disadvantages to using a primary source?” (Analysis) “When would you use a secondary source?” (Evaluation)
- **Practice/Application**
  - Students will read excerpt from the diary and a second hand account of D-Day. They will fill out a graphic organizer for the primary account to include details of the event and perspective.

- Primary account – pgs. 50-51 from diary of Leon Hunt
- Secondary account - article at <http://www.history.com/topics/world-war-ii/d-day>
  - The details of the event and the perspective of the account will already be filled out on the organizer.
- **Accommodations**
  - **High Ability** – Find another secondary source and use a Venn diagram to compare and contrast it with the secondary source they already have.
  - **Remedial** – Students will be provided with entries that have important facts highlighted.
- **Closure**
  - The teacher will ask the students “What is the difference between a primary source and a secondary source?” (Analysis) “Why is it important to look at multiple perspectives?” (Synthesis) “How can primary and secondary sources help us understand events that happened?” (Evaluation) “What are some events you think you or your parents could tell primary accounts of?” (Application)
- **Evaluation**
  - The teacher will collect the graphic organizers and evaluate them.

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
<u>LA.4.RN.3.3</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	Student provides one detail of the event.	Student provides at least two detail of the event.	Student provides at least three details of the event.
<u>LA.4.RN.3.3</u> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.	Student does not identify a perspective for the account.	Student identifies the wrong perspective of the account.	Student identifies the correct perspective of the account.

**Extension:** Students will create a firsthand account of an event that they have witnessed.

## Diary Entry (pgs. 50 – 51)



June 7 -Underway for Plymouth, England with 60 casualties. Army and Navy aboard from beach landing in France. Dropping hook in harbor at Portland, England, at 1100. Moving into docks at 1230. Unloaded wounded into waiting ambulances on docks. Taking on fresh water and supplies for Army. Loading up with armored division, tanks, big guns, half tracks, armored trucks, etc. Pulling away from docks at 2300. Tying up to buoy in harbor.

June 8 - At buoy in harbor, Portland, England. Loaded with armored division. News at midnight reported more than 6000 ships took part in the landing in France and Allied air craft flew 2400 sorties over beach during the first day's operations. Army was 8 to 10 miles inland now but expect the greatest sea, air, and land battles yet to come. Sounds interesting. Underway for the invasion beach of France at 1600.

June 9 - Underway for France. General quarters called at 0320. German E boats attacked our convoy of 5 LST's. They sank two out of the five. As far as we know, there were no survivors. Both fully loaded with Army and equipment. Of the original flotilla of 8 LST's, of which we have been flagship since leaving the states, only 3 are still floating. The 315, 316, 317. Pulling into harbor near invasion beach at 0530. Dropped anchor. Unloading Army and equipment at 1000 by Rhino. Took aboard 11 casualties at 1100. Survivors of a British merchant ship which was hit by a bomb, came aboard at 1300. Also survivors from 2 American patrol craft which hit mines and sank. They are scuttling several British and American merchant ships to form a breakwater



around beach. Enemy planes overhead at 0910. General quarters called. Secured at 0930. Eight enemy planes shot down. Also 2 of ours.

June 10 - At anchor near invasion beach. Underway at 0330. Going into beach or close by to pick up wounded. We have four doctors and 4 operating tables aboard now. Also about 35 hospital corpsmen. Anchored at 0420. 93 wounded soldiers came aboard at 1210. Most of them are paratroopers and badly shot up. Guess we are going to serve as auxiliary hospital evacuation ship. Radio reports Army is 29 miles inland and meeting fierce resistance. Also that the port of Cherbourg has been taken by Allied forces. The paratroopers have reported that the Germans are using French women as shields and are forcing them at point of guns to shoot at advancing Army. Guess it is really bad. Four of the wounded aboard here are Germans. All of them really shot up. They say that Hitler has told them that Allies had no equipment but they never saw so much equipment in their lives as that which has landed on beach the past 4 days. Underway for Portland, England, at 2245.

June 11 - Underway for Portland, England. Standing in port at 1000. Tied up to dock at 1030. Unloading casualties into waiting ambulances. Pulling out into harbor at 1150. Tied up to buoy at 1230. News reports Allies still advancing.



June 12 - Tied up to buoy in harbor, Portland, England. Loading up with big guns (field artillery) and U.S. infantry at 2000. Pulling out and anchored at 2310.

June 13 - At anchor, Portland, England. Loaded. Underway at 0400 for beachhead in France. Sailing on 13th, 13 ships in convoy, and 2 black cats aboard. So what? One ship had engine trouble, dropped back of

convoy. Pulling into beachhead area at 1830. We are going to beach this time. going into beach at 2000. There is a tremendous tide here at the beach.

## **Day Two**

**Name:** Lauren Hunt

**Supervising Professor:** Mrs. Allred

**Due Date:** May 2, 2014

**Teach Date:** October 1, 2015

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**Lesson Topic:** Women in WWII

**Unit Objective:** Students will *analyze* (analyze) roles Indiana citizens had in WWII.

**INTASC Principle #1 – Understand Content:**

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**IN State Standard(s) and State Indicator(s):**

SS.4.1.10 Describe the participation of Indiana citizens in World War I and World War II.

**Lesson Objective:** Students will *determine* jobs women had during WWII and how this contributed to the war effort. (Analysis)

**Materials/Media:**

- Posters/pictures of posters of women from WWII from Google image search
- Interview with Grandmother
- Stories from women from Internet sites listed throughout lesson
- Paper
- Pencils

**Motivation:** The teacher will show posters from WWII that depict women doing different jobs. The teacher will ask the class to make predictions about what the women are doing and why they are doing it.

**Goal for Learner:** Yesterday, we learned about the things a lot of men did during the war. Today, we are going to learn about jobs that women had during WWII.

**Procedure:**

- **New Information**
  - This will be presented through a PowerPoint, including pictures.
  - While men were off at war, many women had to take over their jobs.

- The percentage of women in the workforce increased from 27% to 37% between 1940-1945. At the end of the war, one out of every four married women worked outside the home.
- Rosie the Riveter was a pivotal figure in drawing women to the workforce. She was used in propaganda campaigns to recruit women workers to the workforce, especially the munitions workforce.
- Women made a lot of the supplies, equipment that their men used in the war.
- The aviation industry had the greatest increase in the amount of workers. 65% of the aviation workforce in 1943 was made up of women. It had only been 1% before the war.
- Women also worked outside of the factories. Some even joined the armed forces themselves. 200,000 women joined the armed forces but were kept from combat. Many became nurses to help injured soldiers.
- Another 3 million volunteered for the Red Cross.
- Women played a pivotal role in the war effort, but almost all were laid off when the men returned home from war.
- **Modeling**
  - The teacher will share an interview with her grandmother about her experience as a wife of a deployed soldier.
  - She will think aloud as she writes down some of the things her grandmother did and shared.
  - For example, her grandmother now had to provide for herself. She got a teaching job, but had to sign a contract that if her husband came back from the war, she would give up her job.
- **Check for Understanding**
  - “What were some jobs that women had during WWII?” (Knowledge)
  - “Why did the female workforce increase so much during WWII?” (Comprehension)
  - “Who was the character that was the face of propaganda for women joining the workforce?” (Knowledge)
  - “Why did women lose their jobs when the men came back?” (Comprehension)
  - “What job do you think you would have had if you were a woman during WWII?” (Application)
  - “Why were women allowed to have jobs but not allowed to fight?” (Analyze)
  - “Is this different than today?” (Analyze)
- **Guided Practice**
  - The teacher will distribute a copy of the article from <http://www.striking-women.org/module/women-and-work/world-war-ii-1939-1945> to each student in the class.
  - The teacher will randomly call on students to read aloud from the article.
  - As we read, we will make a class list of jobs that women had during the war, looking up any jobs that we are not familiar with.
  - Then, the class will be split up into groups of four. Each group will get 5 – 10 minutes to discuss the questions “Would men have been as successful during the war without the contribution of women? Why or why not?”

- After the 5 – 10 minutes, each group will share out with the whole class, and we will decide as a class if we think men would have been as successful without the women.
- **Accommodation**
  - **Remedial** – Students will have a copy of the story with jobs highlighted.
- **Check for Understanding**
  - “Why was it important that this woman was in the armed forces?” “Why should we thank her if she did not ever see battle?”
- **Practice/Application**
  - The students will be given several site addresses to visit that contain stories of women in WWII.
    - <http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.04293/>
    - <http://www.familysecuritymatters.org/publications/detail/wwii-female-pilot-tells-exhilarating-secret-stories-of-wartime-exploits>
  - They will visit these pages and choose a woman’s story to read.
  - As they read, they will take notes on her background, her role before the war, how her life changed and her contribution during the war, and her role after the war.
  - They will then write a short response to the prompt “How do you define a hero? Do you think the woman you read about is a hero? Why or why not?” Provide at least three reasons.” (Analyze)
- **Accommodation**
  - **High Ability** – Students will research how many women are now in the armed forces and the roles they have in the armed forces. Compare that to the number of women in the armed forces during WWII. Brainstorm what Indiana citizens could do to help those in the armed forces currently.
- **Closure**
  - The teacher will ask the students, “What are some different roles that women had in WWII?” “Why did so many women join the workforce during WWII?” “What job do you think you would’ve had in WWII?” “Would we see the same thing happen if a war were to break out today?” “Why or why not?” (Evaluation)
- **Evaluation**

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
<u>SS.4.1.10</u> Describe the participation of Indiana citizens in World War I and World War II.	Student did not define a hero or state that the woman was or was not a hero.	Student defined a hero OR stated that the woman was or was not a hero.	Student defined a hero and stated that the woman was or was not a hero.
<u>SS.4.1.10</u> Describe the participation of Indiana citizens in World War I and World War II.	Student included less than two reasons why or why not the woman was a hero.	Student included two reasons why or why not the woman was a hero.	Student included at least three reasons why or why not the woman was a hero.

- **Extension:** Students will write a letter to one of the women they have read about thanking her for her service. They should include at least two details about her life that they found interesting or inspiring. They should also include at least two details about themselves so that the woman can know about them.

## **Day Three**



**Name:** Lauren Hunt

**Supervising Professor:** Mrs. Allred

**Due Date:** May 2, 2014

**Teach Date:** October 1, 2015

**Subject:** Social Studies

**Grade Level:** 4<sup>th</sup>

**Lesson Topic:** A Veteran's Perspective

**Unit Objective:** Students will *analyze* (analyze) roles Indiana citizens had in WWII.

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**INTASC Principle #7 – Plans and Integrates**

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**IN State Standard(s) and State Indicator(s):**

4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**Lesson Objective:** Students will *discover* what life was like while serving during WWII. (Apply)

**Materials/Media:**

- Veteran from the community
- Video from <https://www.youtube.com/watch?v=hl-uoJHY4Lk>
- Paper
- Pencils

**Motivation:** The teacher will show them a clip of an interview with Carrie Underwood on Ellen. The teacher will ask them what types of questions Ellen asked and what they noticed about the interview in general. (Types of questions: who, what, when, where, why, how)

**Goal for Learner:** We have been learning about the different jobs that people did in WWII. Today, we are going to hear a personal account from a veteran. We will be interviewing him and discovering what life was like for him. Just like we saw Ellen ask Carrie questions, we are going to be asking him questions. However, it is going to be more serious. A lot of veterans are not comfortable talking about certain parts of their time that they served, so if he says he doesn't want to answer a question, we will move on.

## **Procedure:**

- **New Information**

- Interviewing someone is a good way to learn about them and experiences that you have not experienced firsthand. This can help you discover what it was like for other people and connect with them.
- When you interview someone, you need to cover six major questions: who, what, where, when, why, and how.
- Once you have these questions, you should develop a few follow up questions to continue the interview.
- Always allow time for the person you are interviewing to answer before you move onto the next question.

- **Modeling**

- The teacher will project a blank piece of paper onto the overhead.
- She will tell the students that she is going to think of questions that she would ask Carrie Underwood if she were interviewing her.
- She will come up with one question for each of the six areas:
  - Who has been your biggest inspiration throughout your career?
  - What was your favorite song to record?
  - Where is the most exciting place you have visited?
  - When are you going to put out your next album?
  - Why have you chosen to live in Nashville?
  - How do you decide what to write and sing about?
- Next, the teacher will develop two follow up questions:
  - “Where is the most exciting place you have visited?” Why?
  - “How do you decide what to write and sing about? Do you use your own experiences?”
- The teacher will think aloud during this modeling. “These questions will help me discover different parts of her life that I have not experienced.”

- **Check for Understanding**

- The teacher will ask questions in order to check for understanding.
- “What are the six questions we always ask?” (Knowledge) “What are follow up questions?” (Knowledge) “Why would we interview someone?” (Comprehension)

- **Guided Practice**

- The teacher will divide the students into groups.
- Each group will discuss and write down at least two questions they have for the veteran.
- As the groups are forming questions, the teacher will walk around and monitor/help.
- Each group will share their questions with the class.
- The teacher will make a master list of about ten questions.

- **Accommodation**

- **Remedial** – Students will have question prompts that they can fill in for their questions.

- **Practice**

- Each student will write down at least three questions to ask the veteran.

- At least two of their questions cannot come from the master list.
- During the question and interview session, each student will have the opportunity to ask one of their questions.
- Once everyone has had the opportunity to ask a question if they want to, students can ask another question.
- After the veteran leaves, each student will either write or illustrate what they think it was like to live through this experience.
- **Accommodation**
  - **High Ability** – Students will illustrate what they think life was like for a child during WWII.
- **Closure**
  - “Today, we learned how to write interview questions, and we had the opportunity to interview a veteran. We got to learn a lot about his life and think about what it would be like to live his life. The nation’s leaders think that it is important to honor veterans who have served, which is why we celebrate Veteran’s Day every year.” “Why is it important to talk to people who lived through things like a war?” (Evaluation) “Would his account be considered a primary or secondary source?” “Why?” (Comprehension) “Who else could we interview to get a different perspective of the war?” (Application)
- **Evaluation**

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	Student writes one interview question.	Student writes two interview questions.	Student writes at least three interview questions.
4.SL.2.4 Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	All of the interview questions were on the master list.	At least one of the interview questions is not on the master list.	At least two of the interview questions are not on the master list.

**Extension:** Students will write a journal entry as if they were living during WWII. Men would (most likely) be fighting, and women would be working on the homefront.

## **Day Four**

**Name:** Lauren Hunt

**Supervising Professor:** Mrs. Allred

**Due Date:** May 2, 2014

**Teach Date:** October 1, 2015

**Subject:** Reading/Writing

**Grade Level:** 4<sup>th</sup>

**Lesson Topic:** Different Views

**Unit Objective:** Students will *analyze* (analyze) roles Indiana citizens had in WWII.

**INTASC Principle #1 – Understand Content:**

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**INTASC Principle #7 – Plans and Integrates**

The professional educator plans instruction based on knowledge of subject matter, the community, and the curriculum goals.

**IN State Standard(s) and State Indicator(s):**

4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

4.W.3.2 Write informative compositions on a variety of topics.

**Lesson Objective:** Students will *write* (create) about different perspectives during WWII.

**Materials/Media:**

- Video from <https://www.awesomestories.com/asset/view/Normandy-Invasion-D-Day-Footage-from-German-Perspective>
- Article from <http://www.rjgeib.com/heroes/draper/german-point-of-view.html>
- Article from <http://www.bbc.com/news/magazine-27730193>
- Article from <http://www.eyewitnesstohistory.com/dday.htm>
- Article from [http://homepage.ntlworld.com/andrew.etherington/articles/level1/dday\\_german\\_perspective.htm](http://homepage.ntlworld.com/andrew.etherington/articles/level1/dday_german_perspective.htm)
- Paper
- Pencils

**Motivation:** The teacher will bring in a box that has different wrapping paper on each side. The box will be placed in the center of the students' desks so that every student is able to see at least one side. She will ask students to describe what they are seeing. She will call on students at random to describe the side that they can see. Depending on where students are sitting, they should describe different patterns of wrapping paper. The teacher will ask, "Did everyone see the same thing?" (Knowledge) "Why not?" (Analyze)

After students answer the teacher will explain that each student saw something different because everyone had a different perspective of the box.

**Goal for Learner:** Today, we are going to revisit D-Day from a different perspective. We will read about what it was like for Germans and write about the similarities and differences between the two sides.

**Procedure:**

- **New Information**
  - The new information will be different based on the account the student chooses to read.
  - There is a first person account from a German soldier who became a prisoner of war, a video from a third person perspective, a third person account of a different German soldier, a first person perspective from a German civilian, and a third person perspective that does not follow any specific soldier.
- **Modeling**
  - The teacher will project a double bubble map onto the overhead screen. She will use the diary entry from Leon Hunt that the students have worked with earlier in the week to fill out the left side of the organizer. Leon's name will be placed in the middle. The surrounding circles will be filled with facts from that day, such as specific times and number of ships, as Leon writes about them along with feelings he expressed in the entry.
- **Check for Understanding**
  - The teacher will use questioning to check for understanding.
  - "Did I write things that are not mentioned in the entry?" (Knowledge) "Why?" (Analyze) "What can you look for when you read an account?" (Apply)
- **Guided Practice**
  - The class will watch the video listed in the materials/media section.
  - With help and suggestions from the class, the teacher will fill out the other side and the middle of the double bubble map.
  - Then, the students will help the teacher outline how they could write about these similarities and differences.
    - Ex: Introduction, Similarities, Differences, Conclusion
- **Accommodation**
  - **Remedial** – Students will be given a partially completed outline with a word bank to choose from.
- **Practice**
  - Students will use the excerpt from Leon Hunt's diary that was given to them earlier in the week.
  - They will choose one of the articles listed above in the materials/media section.
  - Then, the students will fill out a double bubble map comparing Leon Hunt's entry with the account they choose.

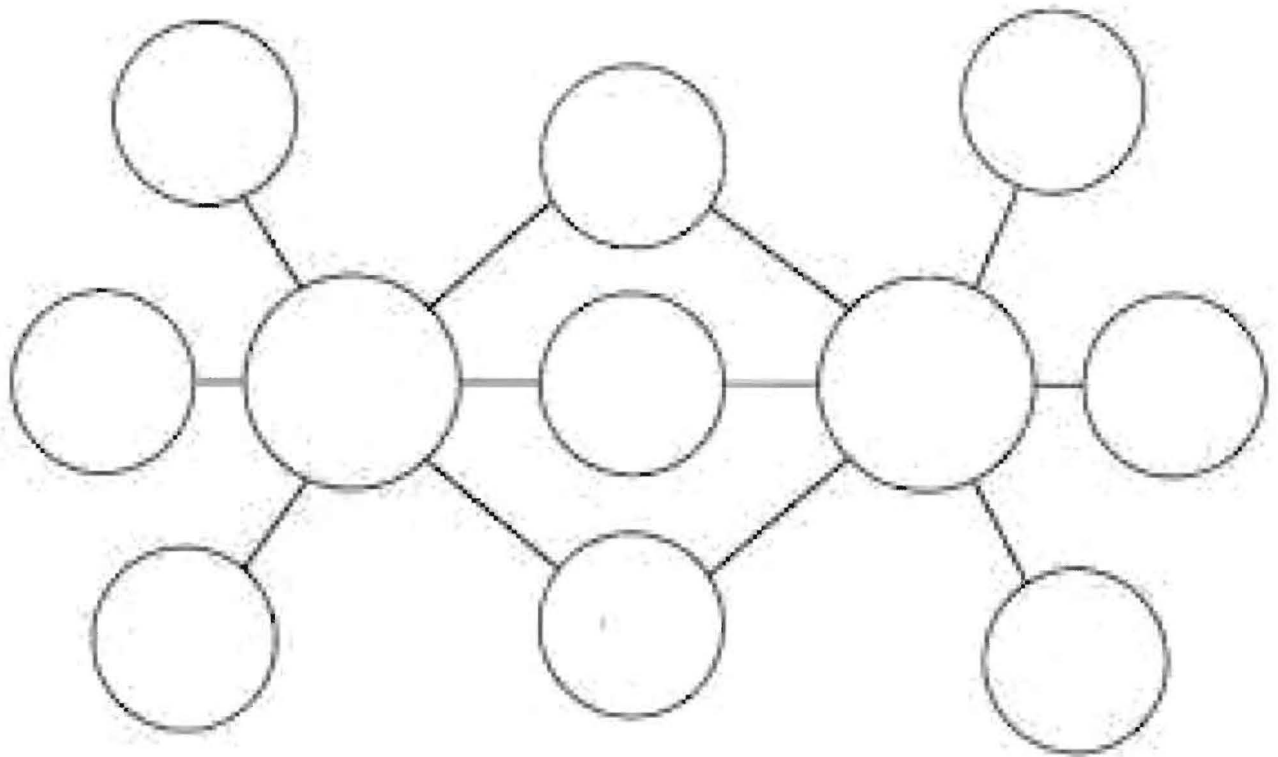
- After filling out the map, they will write a composition comparing the two accounts, using one of the outlines discussed earlier in class.
- **Check for Understanding**
  - “What does each paragraph need to have?” (Comprehension) “Where can we find details to elaborate on our statements?” (Comprehension) “About how long should your paragraphs be?” (Knowledge) “What do we do at the start of each paragraph?” (Knowledge)
- **Accommodation**
  - **High Ability** – Students will use the double bubble map to compare and then write about two of the German perspectives.
- **Closure**
  - Today, we looked at a different perspective of D-Day. Every story has at least two sides. For example, when something happens on the playground between two of you, I listen to both sides of the story, or both perspectives. This is true for major events, like D-Day. There will always be multiple perspectives. “How can looking at multiple perspectives help us understand events and history better?” (Apply) “Can you think of any major events that have happened in your life that you think have multiple perspectives?” (Apply) “If there are multiple perspectives, does that mean that one side is completely right and the other is completely wrong?” (Analyze) “Why?” (Why)
- **Evaluation**

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
<u>4.RN.4.2</u> Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.	Student did not compare Leon Hunt’s entry with a German perspective.	Student compared Leon Hunt’s entry with a German account but did not fill out all bubbles on the map.	Student compared Leon Hunt’s entry with a German account and filled out all bubbles on the map.
<u>4.W.3.2</u> Write informative compositions on a variety of topics.	Student did not use an appropriate outline OR did not include similarities and differences or supporting details.	Student used an appropriate outline, included similarities and differences, but did not include supporting details.	Student used an appropriate outline, included similarities and differences as well as supporting details.

- **Extension:** Students will locate Normandy on a map and explore the beach today using Google Maps.



### Example of a Double Bubble Map



## **Day Five**

**Name:** Lauren Hunt

**Supervising Professor:** Mrs. Allred

**Due Date:** May 2, 2014

**Teach Date:** October 1, 2015

**Subject:** Reading/Writing

**Grade Level:** 4<sup>th</sup>

**Lesson Topic:** Research

**Unit Objective:** Students will *analyze* (analyze) roles Indiana citizens had in WWII.

**INTASC Principle #1 – Understand Content:**

The Professional educator understands the central concepts, tolls of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**INTASC Principle #7 – Plans and Integrates**

The professional educator plans instruction based on knowledge of subject matter, the community, and the curriculum goals.

**IN State Standard(s) and State Indicator(s):**

4.W.5 Conduct short research on a topic.

**Lesson Objective:** Students will *compose* (create) a diary entry.

**Materials/Media:**

- Paper
- Pencil
- Article from <http://www.bbc.com/news/magazine-27730193>
- Sources will differ based on individual student research
- Perspective picture (included at the end of the lesson)

**Motivation:** The teacher will split the class into groups. Each group will receive a copy of the picture. The students will be instructed to look at and discuss the picture. After a few minutes, the students will share out what they saw in the picture. Students should have different answers because most of the time people see different things. The teacher will ask why students had different answers. It should lead to the discussion that people have different perspectives. The teacher will refer back to the lesson from yesterday.

**Goal for Learner:** Yesterday, we looked at different perspectives of D-Day. We learned that there are many different perspectives for any situation. Today, you will research one perspective and then write from that perspective.

**Procedure:**

- **New Information**
  - This will depend upon which perspective each student chooses.
  - Writing a diary entry is writing from a first person perspective.

- You will need to use “I, my, mine, etc.” throughout the entry.
- **Modeling**
  - The teacher will read *The True Story of the Three Little Pigs*. After, she will explain that this is from the wolf’s perspective. She will point out the differences in the story from the original *Three Little Pigs*. For example, the wolf claims he was just trying to borrow some sugar. He also claims that he had a cold, and that’s why he was huffing and puffing – he was actually sneezing.
  - Then, the teacher will write out a diary entry from the wolf’s perspective as an example for the class. She will point out the use of “I, my, mine” because it is a first person perspective.
- **Check for Understanding**
  - The teacher will use questioning to check for understanding.
  - “Why do we need to use words like “I, my, and mine”?” (Comprehension)  
 “In my entry, did I use details from the story?” (Knowledge) “Why?” (Apply) “Did the wolf talk about how he was feeling?” (Knowledge)  
 “Why would we talk about how we’re feeling in a diary entry?” (Apply)
- **Guided Practice**
  - The teacher will bring up the article from <http://www.bbc.com/news/magazine-27730193> that some of the students used yesterday.
  - Students will volunteer or be chosen to read and the class will do some choral reading.
  - The students will then think, pair, share. They will think of ideas, sentences, concepts that should be included in the diary entry. Then, they will pair up with an elbow buddy and share their ideas. Next, they will share with the class.
  - The teacher and the students will write down all of the ideas that are shared.
  - The students will have ten minutes to start forming a diary entry based on the ideas written down.
  - The teacher will walk around to monitor and guide the students as they are working.
  - After the ten minutes, the teacher will choose a student example to share with the class. The teacher will highlight the student’s use of “I, my, mine”, details from the account, and feelings that were included.
- **Practice**
  - Students will research a different perspective of WWII. They can choose between
    - German
    - Japanese
    - British
  - They will research a major event during the war from the perspective that they choose and then write a diary entry from that perspective. For example, a student might write a diary entry about Pearl Harbor from the Japanese perspective.

- **Accommodations**
  - **Remedial** – Students will be given sentence starters/prompts and questions they should research for their perspective.
  - **High Ability** – Students will create a character profile for the perspective they are writing from. They need to include the name, job, family, and a picture of their character.
- **Closure**
  - Today, we explored more perspectives of WWII. “Did anyone learn something new today?” (Knowledge) “What did you learn?” (Knowledge) “Did this change how you viewed that side/that event?” (Apply) It is important to look at these different perspectives so we get a full view of what happened. After we have a full view, then we can determine which side we agree with. “Just because we agree with one side, does that mean it is right?” (Analyze) No, often times there is not a black/white right/wrong answer. People are divided over many issues, but it is important to know what you believe and have reasons for it.

- **Evaluation**

	<b>Needs Help</b>	<b>Emerging</b>	<b>Mastery</b>
<u>4.W.5</u> Conduct short research on a topic.	Student did not choose one perspective or one event.	Student chose one perspective OR one event.	Student chose one perspective and one event.
<u>4.W.5</u> Conduct short research on a topic.	Student did not write from a first person perspective.	Student wrote from a first person perspective throughout most of the entry.	Student wrote from a first person perspective throughout the entire entry
<u>4.W.5</u> Conduct short research on a topic.	Student did not include how he/she feels.	Student included one sentence about how he/she feels.	Student included more than two sentences about how he/she feels.

- **Extension:** Students will post their entry in a blog space. Students can read and respond to each other’s entries.